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AUTHOR	Jucovy, Linda
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ABSTRACT

This manual for trainers of new mentors offers activities for 2 workshops that together add up to between 5-6 hours of training. The activities are intended for preservice training and designed to help participants: understand their role as mentors; develop necessary skills and attitudes; understand the concept of positive youth development; learn about the strengths and vulnerabilities of children or youth in the program; understand program requirements and support; answer questions; and build confidence. The first section presents tips for trainers, explaining that good trainers are facilitators (coaches, listeners, learners, and managers of the group process). It offers suggestions for before, during, and after each training session. The second section presents the training activities, providing materials to help plan and deliver an introductory training workshop for new mentors. Six activities related to mentors' roles and expectations include: an icebreaker, mentor roles, overview of the program, children and youth in the program, supporting children and youth (developmental assets for children and youth), and wrap-up. Six activities related to trust include: an icebreaker, active listening and communication, communication role plays, building trust, experiencing a question of trust, and wrap-up. A training session evaluation form is included. (SM)

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NATIONAL MENTORING CENTER

Technical Assistance Packet #5

TRAINING NEW MENTORS

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P/PV Public/Private Ventures

OJJDP Office of Juvenile Justice and Delinquency Prevention

Big Brothers Big Sisters of America

NWREL Executive Director/CEO:
DR. ETHEL SIMON-McWILLIAMS

National Mentoring Center Interim Director:
DR. REX HAGANS

Author:
LINDA JUCOVY @ P/PV

Editors:
SUZIE BOSS, MICHAEL GARRINGER

Graphic Designer:
MICHAEL GARRINGER

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TRAINING NEW MENTORS

WRITTEN BY :

P/PV

PUBLIC/PRIVATE VENTURES

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INTRODUCTION

The relationship between a mentor and child or youth might seem to be a "natural" connection, and thus, programs sometimes overlook the importance of training. But like anyone stepping into a new role, mentors will be more likely to succeed if they participate in useful training sessions. To begin to develop their training plans, programs can ask themselves these questions:

- What information do mentors need to acquire?
- What skills training do they need?
- How much training should be required? Should there be optional trainings, as well?
- When should the trainings take place? Before the mentor and youth first meet? Early in their relationship? Ongoing throughout their mentoring experience?

The following material focuses on training new mentors, and includes suggested activities for two workshops that, together, add up to between five and six hours of training. Because the tone of a mentor-youth relationship can be set quickly during the first few meetings, it is important that some training take place before the two begin to meet. Thus, the activities included here are intended as preservice training. The next technical assistance packet in this series will discuss ongoing training for mentors, as well as other forms of program support.

WHAT ARE THE GOALS OF PRESERVICE TRAINING?

While the details of the training will naturally vary depending upon the particular program, the overall goals are generally consistent across programs. Training should:

- Help participants understand the scope and limits of their role as mentors
- Help them develop the skills and attitudes they need to perform well in their role
- Introduce them to the concept of positive youth development
- Provide information about the strengths and vulnerabilities of the children or youth who are in the program
- Provide information about program requirements and supports for mentors
- Answer questions
- Build the confidence of participants

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The activities included here will help programs accomplish these goals and can be adapted easily to address individual program contexts. The material also can be supplemented with additional information and skills training. For example, programs might want to provide their new mentors with a list of suggested activities that would be fun to do with their mentees, or have mentors role-play their first meeting with their mentee in order to prepare them for that important event.

In addition, two useful guides for mentors are available can be used to supplement and reinforce the material that is included here. They are:

1. ***Building Relationships: A Guide for New Mentors*** (2001). Includes 10 good practices for developing a trusting relationship. Produced by Northwest Regional Educational Laboratory (NWREL), Public/Private Ventures, Office of Juvenile Justice and Delinquency Prevention, and Big Brothers Big Sisters of America. Available through the National Mentoring Center at NWREL, 101 S.W. Main Street, Suite 500, Portland, OR 97204. Phone: 1-800-547-6339.

2. ***How To Be a Great Mentor*** (1999). A guide, in magazine format. Produced by Kaplan, *Newsweek*, and the National Mentoring Partnership. Available through The National Mentoring Partnership. Phone: (202) 338-3844.

The next section includes tips for trainers as they plan and conduct sessions for new mentors.

TIPS FOR TRAINERS

Good trainers are facilitators. "Facilitate" means "to make easier," and a facilitator is actually a:

- Coach
- Listener
- Learner
- Manager of group process

"Facilitating" suggests the idea of a collaborative relationship between the trainer and participants—a relationship that helps mentors learn, rather than imposes learning upon them.

What follow are some good practices for facilitating.

BEFORE EACH TRAINING SESSION

1. Think about principles of adult learning.

- Adults want to see a reason for learning something—the learning has to be applicable to their work or other responsibilities to be of value to them. They learn in order to solve perceived problems.
- Adults are practical and goal-oriented. They focus on aspects of a training that are most useful to them.
- Adult teaching should be grounded in learners' experiences. Adults have accumulated a foundation of knowledge and life experiences that are a valuable resource. They learn best when new information and concepts are built on this foundation.
- Adults learn best when they are in a supportive environment. They want guidance, not competition—they don't want to be put on the spot or feel like they are being tested. They learn best when they are both psychologically and physically comfortable.

2. Know the training curriculum thoroughly.

- As necessary, customize activities and handouts so they best address characteristics of your program, your specific group of mentors, and the strengths and needs of the children and youth they will be mentoring. Be prepared to offer real-life examples that illustrate your program's experiences.

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- Think about how you will facilitate the session, and be prepared to make on-the-spot adjustments if, for example, an activity is not working well or you find you need to spend more time on one activity and thus have to shorten another.

3. Select a space for the training that is physically comfortable and contributes to group interaction.

- The room should be large enough, but not too large; private (people from outside the group should not be walking in and out); quiet; and clean and well-lighted.
- Avoid a traditional classroom set-up. Depending on the size of your group, have a table large enough for all the participants to sit around, or multiple tables that are square or circular. If that is not possible, arrange chairs in a circle—this will facilitate discussion.
- If small groups are going to be meeting as part of the activities, make sure there are nearby rooms available, or be sure the training room is large enough that small groups can meet within it without distracting each other.

4. Have everything ready.

- Copy handouts.
- Gather any required materials and equipment: newsprint, markers, masking tape, name tags, and anything else you might need for the session.

5. Arrive early.

- If necessary, be sure there are signs just inside the building entrance that show participants where to go for the training session.
- Get to the training room about 30 minutes ahead of time to set up the area: arrange chairs, do any necessary advance writing on the newsprint, and check equipment.
- Be sure that refreshments (coffee, water, soft drinks, etc.) are available.
- Greet participants as they arrive at the training room.

DURING EACH TRAINING SESSION

1. Create a comfortable learning environment.

- Be sure the physical space is conducive to group learning and that participants can hear each other as they speak.

- Create an atmosphere where participants are taken seriously and where they also can laugh. Think about ways to inject humor into the training sessions—for example, using relevant cartoons as overheads, or telling funny anecdotes about experiences of mentors. People are usually most open to new ideas when they are enjoying themselves and feel comfortable enough to risk making mistakes.

2. **Pace the training appropriately.**

   - Encourage the exchange of ideas and information while also keeping activities on track. Move things quickly enough to keep participants from being bored but slowly enough to make sure they absorb what is being discussed.

   - Allow time throughout the session for participants to ask questions. Where appropriate, involve the whole group in answering questions—but also have a feel for which questions should be answered quickly so the session can proceed.

3. **Model good listening, feedback, and problem-solving skills—the skills that mentors need.**

   - Listen carefully and respectfully. Acknowledge what people say even if you don't agree. People need to feel they are being listened to and that their ideas and concerns are recognized as worthy contributions.

   - Maintain eye contact with each person as he/she speaks. Monitor your nonverbal signals as well as your verbal comments.

   - Respond by guiding, not imposing. Be nonjudgmental. Repeat and address key points.

   - Help participants develop collaborative problem-solving skills. Involve them in answering other participants' questions, and have them work together to arrive at solutions to problems.

4. **Think about how people learn best.**

   - Keep this point in mind: People remember about 20 percent of what they hear, 40 percent of what they hear and see, and 80 percent of what they discover for themselves.

   - Use overheads and newsprints to help people see and remember. Newsprints are also a useful tool for group thinking and problem solving. Summarize major discussion points on a newsprint—it dramatizes the variety and extent of the group's thinking. Post the newsprint paper on the walls around the room so you and your group can keep referring back to, and expanding upon, earlier ideas and contributions.

- ☐ Build in success. People learn best when they experience success frequently. Structure activities so participants end with a sense of accomplishment. Structure the training session so it expands participants' sense of accomplishment.

5. Be yourself.

- ☐ Know your limitations—if you don't know the answer to a question, that's OK. You don't need to know all the answers. Just say you will try to find the information they requested and get back to them. And then do it.

- ☐ Have a sense of humor.

AFTER EACH TRAINING SESSION

1. Get feedback from participants.

- ☐ Prepare an evaluation form that asks for feedback on both the process and the content of the training session. Distribute it at the end of the session, and ask participants to complete it before they leave.

- ☐ Schedule about five minutes at the end of the session for participants to complete this task, so they do not feel rushed and have time to write thoughtful feedback.

2. Reflect on what worked well and what did not.

- ☐ Don't use the feedback forms to give yourself a rating. Instead, use the information to help you think through what well from the participants' point of view, what you need to modify about the content, and what facilitation skills you want to work on.

- ☐ Along with participants' feedback, give yourself your own feedback on the training. Think about the situations when participants seemed involved, bored, stimulated, confused, angry, or having fun. Based on your self-observations, make necessary adjustments in session content and your facilitation strategies.

3. Follow up on information you promised participants you would get for them.

- ☐ During the training session, keep a "to-do" list of information (or answers to questions) that you tell participants you will obtain for them.

- ☐ Try to get the information, and then contact the participants who requested it. If you can't find the information (or the answer to a question), contact the participant to let him/her know about the situation.

TRAINING ACTIVITIES:

MENTORS' ROLES AND EXPECTATIONS

This section includes materials to help you plan and deliver an introductory training workshop for new mentors. The session is intended to help new mentors:

- ☐ Develop a realistic understanding of their roles
- ☐ Begin to explore effective approaches to mentoring

An agenda for a three-hour training workshop and approximate times for each activity might include the following:

ACTIVITY I. **Icebreaker: Introductions** (30 minutes)

ACTIVITY II. **Roles of a Mentor** (30 minutes)

ACTIVITY III. **Overview of the Program** (25 minutes)

break (15 minutes)

ACTIVITY IV. **Children and Youth in the Program** (30 minutes)

ACTIVITY V. **Supporting Children and Youth** (40 minutes)

ACTIVITY VI. **Wrap-Up** (10 minutes)

The best time to give this training session is before mentors have the first meeting with their mentee.

Note: If you are unable to schedule a three-hour training workshop, this agenda can easily be divided into two, 90-minute sessions.

ACTIVITY 1.
ICEBREAKER: INTRODUCTIONS

OBJECTIVES:

- To help participants begin to know each other and become involved in the session
- To provide an experience that is somewhat parallel to the first meeting with their mentees
- To introduce the idea of "roles"

LENGTH: About 30 minutes

MATERIALS INCLUDED:

- Handout: "Who I Am"

YOU WILL NEED TO SUPPLY:

- Name tags (do not distribute them until the end of the activity)

STEPS:

1. Tell participants you want them to introduce themselves to one another. Organize the group into pairs. (Pair people who do not know each other.) Then distribute the handout "Who I Am." Ask each pair to use the handout as a guide for having a conversation in which they introduce themselves and learn about one another. Tell them that each person will then introduce his/her partner to the whole group. Allow about 10 minutes for pairs to complete their conversations.

2. Have each person very briefly—allowing about one minute per person—introduce his/her partner.

3. Lead a discussion about how this activity is similar to starting a new relationship with a mentee. You can include these points:

   How did it feel to reveal things about themselves to a stranger?

   Did their partner do or say anything to help them open up? If so, what?

   What did they try to do to help their partner feel more comfortable?

   What would they do differently if they did this exercise again?

Note that this exercise provides practice in sharing information with another person and in helping that person share information with you. Those are key first steps in beginning a relationship. The exercise should also have helped participants think about some of the roles they play in life. For many of them, being a mentor will be a new role.

[Adapted from Big Brothers Big Sisters of America. (1991). Relationship Building. pp. 11-12. Volunteer Education and Development Manual.*]*

HANDOUT

Activity I: Icebreaker

WHO I AM

1. My name is

2. My most important role in life is as a

3. At work, I

4. My favorite way to spend my free time is

5. One thing about me that is important for people to know is

6. Some of the strengths that I will bring to a mentoring relationship are

7. One of my worries about being a mentor is

8. One thing I hope to gain from being a mentor is

9. The most important thing I hope my mentee will gain is

ACTIVITY II.
ROLES OF A MENTOR

OBJECTIVES:

- To identify qualities of effective mentors
- To explore roles that mentors can play in the lives of children and youth

LENGTH: About 30 minutes

YOU WILL NEED TO SUPPLY:

- 3" X 5" index cards
- Newsprint and markers

STEPS:

1. Give each participant an index card. Ask them to think back to when they were a child or youth. (Suggest an age range that is the same as the ages of the children or youth they will be mentoring.) Ask them to silently:

    - Identify one person, preferably someone who is not a relative, who was a kind of mentor for them
    - Think about why that person was important to them and the result for them of that person's interest
    - Recall the *qualities* of that person that made her or him so valued, and write down two or three of those qualities on the index card

2. Have participants talk briefly about the mentor they identified and the qualities they valued. As they speak, list those qualities on the newsprint. When a quality is repeated, put a check mark next to it each time it is mentioned. (For example, the first time someone says "good listener," write that phrase. Each time someone else identifies this quality in his or her mentor, put a check mark by the phrase.)

3. Review the items on the list. Note which were mentioned most often. Then have the participants identify which of the qualities might be categorized as "communication skills," such as listening, talking, asking questions, and being nonjudgmental. (Later training activities focus specifically on helping mentors develop communication skills, but their importance should be emphasized immediately.)

4. Ask participants—again thinking back to the person they identified—to identify the *roles* a mentor can play in a child's or youth's life. List their responses on the newsprint. (These might include: friend, big brother, big sister, positive role model, resource, guide.) Lead a brief

discussion about what each of these roles might involve. Be sure participants see that a mentor is NOT a parent, teacher, or counselor.

5. Allow time for participants to talk about their hopes and concerns in their new role. For example, which of the qualities that they admired in their "mentors" do they feel fairly confident they possess? Which do they need to work on developing? What other concerns do they have about their role?

   As a transition to the next activity, note that program staff are there to provide support to the mentors.

ACTIVITY III.
OVERVIEW OF THE PROGRAM

If you have not had a separate orientation to present information about the program, this is a good point in the training session to cover the material. (If your mentoring program is school-based, be sure there is also an orientation session that introduces volunteers to the school where they will be meeting with their mentees.)

OBJECTIVES:

- To help mentors feel connected to your program
- To be clear about the program's requirements and ground rules
- To understand the forms of support the program will provide for mentors

LENGTH: About 25 minutes

YOU WILL NEED TO SUPPLY:

- A handout: written materials that contain the information you cover during this activity
- Newsprint and markers

STEPS:

1. Distribute the handout you have prepared. Then briefly describe your program's history and structure. This will help volunteers feel they are part of the organization.

2. Discuss your organization's expectations of mentors. This could include, for example: time requirements (both the frequency of meetings with their mentee and the length of commitment); telephone or in-person meetings with the program supervisor or school coordinator; requirements for preservice and ongoing training; any paperwork that mentors are required to complete.

3. Describe the support that mentors can expect from program staff. Be sure mentors understand how they can communicate with program staff, and that they feel comfortable doing so. Include a description of community resources, if any, that are available for the mentee and mentee's family, and the program's process for accessing those resources.

4. Discuss legal/liability and confidentiality issues as they relate to your program.

5. Describe the program's ground rules and the reason for each rule. (For example, your program might have a rule about limits on gifts to mentees; or if you have a school-based program, your mentors might be allowed to meet with their mentees only at the school.) If you have a site-based program—at a school or some other institution—also describe rules that mentors must adhere to in relation to that site. (For example, they might be required to sign in each time they visit the school.)

6. Allow time for mentors to ask questions.

ACTIVITY IV.
CHILDREN AND YOUTH IN THE PROGRAM

OBJECTIVES:

- To introduce the concept of positive youth development
- To provide information about the children or youth who are enrolled in your program

LENGTH: About 30 minutes

YOU WILL NEED TO SUPPLY:

- Newsprint and markers

STEPS:

1. Write this statement on the newsprint:

   "Helping young people achieve their full potentials is the best way to prevent them from becoming involved in risky behavior."
   (The statement is from a brochure about the National Clearinghouse on Families and Youth.)

   Ask participants what they think this statement means. Relate it to the mentor "roles" they identified during Activity II. Then ask them to keep the statement in mind as they hear more about the children or youth they will be mentoring.

2. Present information that will help your mentors understand characteristics—the particular strengths and needs—of the children or youth whom they will be mentoring. Depending on your program, you may want to do the presentation in one of the following ways, or come up with your own alternative (such as having a staff member make the presentation):

   - If the children or youth in your program have special needs or some other common characteristic—for example, if they are children in foster care, youth who all live in the same housing project, youth living in a juvenile detention facility, children or youth with physical disabilities—you can arrange to have an outside presenter come to the training session to talk about the particular challenges the children or youth face and the special strengths they possess. A social worker involved with foster care could, for example, talk about the foster care system and its effects on children. Someone from the housing project's tenant council could talk about living in the project so that your mentors have a context for understanding their mentees' lives. If your program is school-based, a staff member from the school or your program's school coordinator could make a presentation about what life is like in the school.

OR

- If the children or youth in your program are all within a particular age range, you can invite someone who works with young people that age to talk about youth development. For example, someone who works with youth at a local Boys and Girls Club, Y, or other after-school or weekend program could talk about experiences with, and observations of, children or youth of that age.

  NOTE: Be sure that anyone you invite to speak has the kind of positive, supportive attitude toward children and youth that you want your mentors to have. Talk to the person well in advance about this training session and explain why you would like him or her to speak to the group. You can also, in advance, give the speaker a copy of the agenda for the training so he or she can see how the presentation fits into the overall session.

OR

- Arrange for a panel of three or four current or former mentors with your program (or mentors from a similar program). Among other topics, they could discuss their initial expectations for the mentoring relationship and how and why those expectations may have changed over time, their challenges and rewards, and what they have come to understand about the children or youth. (As the trainer, you will facilitate the panel discussion.)

Whatever form of presentation you decide to use, allow plenty of time for questions afterward. As appropriate, return to the idea of roles and expectations. Note how important it is for mentors to understand that their primary role is to be a friend—to support their mentee, rather than entering the relationship with the belief that they are going to transform him or her. The presentation about the children and youth in your program should help new mentors begin to see how important it is to take a gradual approach to developing the relationship—to take the time to allow their mentee to learn to trust them.

3. Return to the opening statement about "helping young people achieve their full potentials," and relate it to the information that has just been presented. Note that the idea in this statement is the essence of a positive approach to youth development.

ACTIVITY IV.
SUPPORTING CHILDREN AND YOUTH

OBJECTIVES:

- To examine the concept of positive youth development in more detail
- To explore ways that mentors can contribute to positive youth development

LENGTH: About 40 minutes

MATERIALS INCLUDED:

- Handout: "Developmental Assets for Children and Youth"

YOU WILL NEED TO SUPPLY:

- 3" X 5" index cards
- Newsprint and markers

STEPS:

1. Copy one or more of these quotes (or other quotes that you like) onto the newsprint:

   "Few things help an individual more than to place responsibility upon him, and to let him know you trust him."
   —Booker T. Washington

   "Treat a child as though he already is the person he's capable of becoming."
   —Haim Ginott

   "If you have no confidence in self, you are twice defeated in the race of life. With confidence, you have won even before you have started."
   —Marcus Garvey

   Lead a discussion about the quote(s) as a way into talking about principles of positive youth development. Note that experts in positive youth development talk about young people's basic needs—essential conditions that help youth avoid risky behaviors, experience healthy development, and achieve their full potential.

2. Distribute the handout "Developmental Assets for Children and Youth." Explain the concept of "developmental assets" as described in the first two paragraphs of the handout. Then review the list of assets. As you do, ask which of the assets could be "delivered" by a mentor. You can also ask which assets could be delivered, but probably should not be, given the discussions the group has been having about mentors' roles. For example, it is NOT a mentor's role to be sure the mentee has done his or her homework each day.

3. Organize participants into pairs, and give each pair an index card. Ask them to think about everything the group has discussed so far during this training session—including the qualities and roles of mentors, the children or youth enrolled in the program, and positive youth development. Then ask each pair to choose one of the developmental assets that mentors can help deliver, and decide on two or three things a mentor could do to accomplish that. They should write these on the front of the card. On the back of the card, they should write down two or three things that, as mentors, they should avoid doing because they would be counter-productive. (For example, a mentor can provide support by being sure to meet regularly with the mentee, by doing "fun" activities with their mentee, and by being encouraging and positive. Criticizing or lecturing the mentee would be counter-productive.)

4. Have the pairs present their "can do" and "should avoid" lists. As they do, compile two master lists on the newsprint. Where useful, have the group discuss individual items—both positive and negative ones. For example, if a pair suggests that a mentor should avoid being judgmental, ask for examples of situations when a mentor's first impulse might be to sound judgmental (if the youth reports bad grades or being in a fight, for example), and how those situations could be handled in a more positive, productive way.

   After the pairs have finished presenting their ideas, review the lists and see if there is anything that the participants want to add, delete, or modify.

5. Display this quote (or another quote you like) on the newsprint:

   "Catch people in the act of doing something right."
   —Ken Blanchard, *The One-Minute Manager*

   Ask participants to think for a minute about some of the many small ways they could "catch" their mentee "in the act of doing something right." Then ask for a few volunteers to give some examples. Emphasize the important role that mentors have in providing support and building their mentees' self-esteem and self-confidence.

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HANDOUT

Activity IV: Supporting Children and Youth

(4 pages)

DEVELOPMENTAL ASSETS FOR CHILDREN AND YOUTH

"Developmental assets" are factors—both external and internal—which decrease the likelihood that young people will engage in risky behavior and increase the chances they will grow up to be healthy, caring, and responsible adults.

The following framework, developed by Search Institute (a research and training organization in Minneapolis), identifies 40 assets or factors that are critical for young people's growth and development. The first 20 of these assets are external—positive experiences that children and youth should be receiving. The next 20 are internal—qualities that young people should (with the help of adults, communities, and institutions) be developing within themselves.

EXTERNAL ASSETS

The first 20 developmental assets focus on positive experiences that young people should receive from the people and institutions in their lives. Four categories of external assets are included in the framework:

1. **Support**
   Young people need to experience support, care, and love from their families, neighbors, and many others. They need organizations and institutions that provide positive, supportive environments. The developmental assets in this category include:

   - Family support—Family life provides high levels of love and support
   - Positive family communication—Young person and his/her parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s)
   - Other adult relationships—Young person receives support from non-parent adults
   - Caring neighborhood—Young person experiences caring neighbors
   - Caring school climate—School provides a caring, encouraging environment
   - Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school

2. Empowerment
Young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure. The developmental assets in this category include:

- The community values youth—Young person perceives that adults in the community value youth
- Youth as resources—Young people are given useful roles in the community
- Service to others—Young person serves in the community one hour or more per week
- Safety—Young person feels safe at home, at school, and in the neighborhood

3. Boundaries and Expectations
Young people need to know what is expected of them and whether activities and behaviors are "in bounds" or "out of bounds." The developmental assets in this category include:

- Family boundaries—Family has clear rules and consequences, and monitors the young person's whereabouts
- School boundaries—School provides clear rules and consequences
- Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior
- Adult role models—Parent(s) and other adults model positive, responsible behavior
- Positive peer influence—Young person's best friends model responsible behavior
- High expectations—Both parent(s) and teachers encourage the young person to do well

4. Constructive Use of Time
Young people need constructive, enriching opportunities for growth through creative activities, youth programs, congregational involvement, and quality time at home. The developmental assets in this category include:

- Creative activities—Young person spends three or more hours a week in lessons or practice in music, theater, or other arts
- Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations

- Religious community—Young person spends one hour or more a week in activities in a religious institution
- Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week

INTERNAL ASSETS

A community's responsibility for its young does not end with the provision of external assets. There needs to be a similar commitment to nurturing the internalized qualities that guide choices and create a sense of purpose and focus. Four categories of internal assets are included in the framework:

1. Commitment to Learning

Young people need to develop a lifelong commitment to education and learning. The developmental assets in this category include:

- Motivation for achievement—Young person is motivated to do well in school
- School engagement—Young person is actively engaged in learning
- Homework—Young person reports doing at least one hour of homework every school day
- Bonding to school—Young person cares about her or his school
- Reading for pleasure—Young person reads for pleasure three or more hours per week

2. Positive Values

Youth need to develop strong values that guide their choices. The developmental assets in this category include:

- Caring—Young person places high value on helping other people
- Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty
- Integrity—Young person acts on convictions and stands up for her or his beliefs
- Honesty—Young person "tells the truth even when it is not easy"
- Responsibility—Young person accepts and takes personal responsibility
- Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs

3. Social Competencies
Young people need skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life. The developmental assets in this category include:

- Planning and decisionmaking—Young person knows how to plan ahead and make choices
- Interpersonal competence—Young person has empathy, sensitivity, and friendship skills
- Cultural competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds
- Resistance skills—Young person can resist negative peer pressure and dangerous situations
- Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently

4. Positive Identity
Young people need a strong sense of their own power, purpose, worth, and promise. The developmental assets in this category include:

- Personal power—Young person feels he or she has control over "things that happen to me"
- Self-esteem—Young person reports having a high self-esteem
- Sense of purpose—Young person reports that "my life has purpose"
- Positive view of personal future—Young person is optimistic about her or his personal future

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ACTIVITY VI.
WRAP-UP

OBJECTIVE:

- To help participants think about how to apply their learning from the session

LENGTH: About 10 minutes

MATERIALS INCLUDED:

- Handout: "During This Session"
- Evaluation Form

STEPS:

1. Distribute the handout "During This Session." Ask participants to write down two or three things they learned during this session that they will be able to put to use as they begin their mentoring relationship. Then ask for a few volunteers to share one of their items.

2. Distribute the evaluation forms, and ask everyone to complete one and return it to you before leaving.

HANDOUT

Activity VI: Wrap-Up

DURING THIS SESSION

List two or three things you learned during this session that will help you when you begin your new role as a mentor. Then explain *how* each will help.

1.

2.

3.

EVALUATION OF TRAINING SESSION

Date:

1. What did you find to be *most* useful in this workshop?

2. What did you find to be *least* useful?

3. Was there anything you felt was missing from this session—anything you would have liked to know more about?

4. In what other ways could we improve this session?

5. Please rate the following:

	Poor		Average		Excellent
Effectiveness of trainer	1	2	3	4	5
Training room	1	2	3	4	5
Training content	1	2	3	4	5
Training activities	1	2	3	4	5
Training materials	1	2	3	4	5
Overall rating	1	2	3	4	5

6. List other topics or concerns you would like to have addressed in upcoming training sessions.

7. Please use the back of this form for any additional comments.

TRAINING ACTIVITIES:

SPEAKING OF TRUST

This section includes materials to help you plan and deliver a second training workshop for new mentors. The session, which is best given before mentors begin to meet with their mentee, is intended to help them:

- ☐ Develop communication skills
- ☐ Examine approaches for building trust with their mentee

An agenda for a 2 ½-hour training workshop, and approximate times for each activity, might include the following:

ACTIVITY I. **Icebreaker: Are You Listening?** (20 minutes)

ACTIVITY II. **If You Want Easy Listening, Turn on the Radio** (25 minutes)

ACTIVITY III. **Communication Role-Plays** (45 minutes)

break (15 minutes—You might want to have the break occur during Activity #3, after the pairs have completed their role-plays and before they present the role-plays to the whole group.)

ACTIVITY IV. **Trust Comes First** (25 minutes)

ACTIVITY V. **Pushing the Envelope** (10 minutes)

ACTIVITY VI. **Wrap-Up** (10 minutes)

This training session should be cofacilitated with another staff member or a current or former mentor. As you prepare for the workshop with your cofacilitator, you will want to decide on the scenario you are going to role-play in Activity II, "If You Want Easy Listening," and the role each of you is going to take.

ACTIVITY 1.
ICEBREAKER: ARE YOU LISTENING?

OBJECTIVES:

- To have participants become actively involved in the training session
- To identify qualities of a good listener

LENGTH: About 20 minutes

YOU WILL NEED TO SUPPLY:

- 3" X 5" index cards
- Newsprint and markers

STEPS:

1. Give each participant an index card. Say you want them to reintroduce themselves to the group, but first you want them to consider this:

   Think about several specific one-to-one conversations you have been involved in recently with a friend, relative, or co-worker. Would you describe yourself as a "good" listener? Why? Did you do anything that made you a less effective listener?

   Ask them to write on the front of the index card one thing they do or one quality they have that makes them a "good" listener. On the back of the card, they should write one thing they do or quality they have during conversations that interferes with listening well. They will be sharing both of these qualities with the group when they introduce themselves.

   Allow a couple of minutes for participants to write on their index cards.

2. Go around the room, having each participant introduce himself or herself and briefly state their "good listening" and "bad listening" quality. As they speak, record their responses in two lists (headed "qualities of good listening" and "characteristics of bad listening") on the newsprint.

3. Ask participants, "What is a good listener?" During the discussion, they should see that a "good listener" helps the speaker feel comfortable and clarify thoughts and feelings.

   Return to the items you have just listed on the newsprint, and have participants discuss how each contributes to, or hinders, "good listening." Ask if there are any items they want to delete, change, or add to the list.

ACTIVITY II.

IF YOU WANT EASY LISTENING, TURN ON THE RADIO

OBJECTIVES:

- ☐ To hear the difference between supportive and nonsupportive communication
- ☐ To understand the qualities of "active listening"

LENGTH: About 25 minutes

MATERIALS INCLUDED:

- ☒ Handout: "I Hear You"

YOU WILL NEED TO SUPPLY:

- ☒ Newsprint and markers

STEPS:

1. With your cofacilitator, do two role-plays of a conversation between a mentor and mentee. In the role-plays, the "mentee" should be the same age as the children or youth in your program and have other conversational characteristics that realistically exemplify those real mentees.

   Use the same scenario for both role-plays. You can use or modify the following scenario, or create one of your own to represent situations that mentors in your program will be dealing with:

   Your mentee is 13 years old. You have been meeting for two months. He is always polite but is also always very quiet. Today, when you meet, he is even quieter than usual and he seems uninterested in doing anything. Suddenly, he blurts out: "I can't stand it anymore. My teachers are picking on me. My mother ignores me. My brother's beating up on me. I'm going to run away from home."

   In the first role-play, the "mentor" should display poor listening and other communication skills. The "mentor" could, for example, be nonsupportive by asking, "What did you do at school that got you in trouble?" Or the mentor could cause the mentee to feel defensive by saying, "Your mother isn't very nice to you." Or the mentor could shut off communication by telling the mentee what to do instead of listening and helping to draw him out.

   After the role-play, ask participants for feedback. As they speak, add items, as appropriate, to the "good" and "bad listening" lists that are on the newsprint from the previous activity.

   In the second role-play, the "mentor" should display effective listening and other communication skills.

After the role-play, ask participants for feedback. Again, as appropriate, add items to the "good" and "bad listening" lists on the newsprint.

2. Distribute the handout "I Hear You," and allow participants a few minutes to read it. Then lead a discussion about items on the handout, asking for examples and encouraging participants to ask questions about anything they don't understand. (Remember, you are modeling good listening skills!)

3. Use the following quote (write it on the newsprint) to summarize this activity:

   "Easy listening exists only on the radio."
   —David Barkan

HANDOUT

Activity II: If You Want Easy Listening

(3 pages)

I HEAR YOU

People tend to think of listening as something passive, or they tend not to think about it at all. But listening is actually a skill—a valuable skill that can be practiced and learned.

One writer has compared a listener to a catcher in a baseball game.[1] Observers who don't know a lot about baseball might believe that a catcher is doing nothing more than waiting for a pitcher to throw the ball. They think that all the responsibility rests with the pitcher, who is, after all, the one who is winding up and delivering the pitch. In the same way, some people believe that all the responsibility in communication rests with the person who is talking.

In reality, though, a good catcher is not a passive target waiting to receive the pitch. He or she concentrates on a pitcher's motions; tracks the path of the ball; and, if necessary, jumps, stretches, or dives to make the catch. Similarly, a good listener actively tries to catch and understand the speaker's words.

The next section offers tips for active listening.

Nicole didn't talk at all when I first met her. The adults in the house where she lived didn't take the time or have the time to talk to the kids. I had to learn not to ask her questions she could answer in a few words. Instead of asking, "How was school today?" I ask, "What did you do in school?" Or when we go to the movies, I don't ask her if she liked it but what her favorite part was. When we're planning a meal, we go shopping together and talk about what we're buying.
—A mentor

ACTIVE LISTENING IS THE MOST IMPORTANT SKILL OF A GOOD MENTOR

"You cannot truly listen to anyone and do anything else at the same time."
—M. Scott Peck

When you talk with your mentee, try to remember to:

- Clear your mind of unnecessary thoughts and distractions, so you can give her or him your undivided attention.
- If your mentee is a child or much smaller than you, sit when you talk, so you are at about the same level.

[1] Kavanaugh, J. (1998) *Everyday Heroes: A Guidebook for Mentors*. Santa Fe, NM: Wise Men & Women Mentorship Program, "Los Sabios," and Injury Prevention and Emergency Medical Services Bureau, Public Health Division, New Mexico Department of Health.

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- Make eye contact.
- Be aware of your body language.
- Pay attention to your mentee's facial expressions, gestures, and body language.
- Read between the lines for your mentee's feelings. Learn to say, "How did that make you feel?"
- Ask open-ended questions. Don't ask, "How was school today?" Instead ask, "What did you do in school today?" Then, as appropriate, ask nonthreatening follow-up questions.
- Paraphrase—restate in your own words—what you think the child or youth has said. When paraphrasing is accurate, your mentee will feel understood. If it is off the mark, it invites her or him to clarify and also reminds you to listen more closely.
- Ask questions when you don't understand.
- Put yourself in your mentee's "shoes," and try to understand the world from her or his perspective.
- Put aside preconceived ideas, and refrain from passing judgment.
- Acknowledge that you are listening by occasionally nodding your head and saying things like, "I see."
- Give your mentee the same respect that you desire for yourself when you are talking to someone.

How to kill a conversation:

1. Tell the speaker that the way he or she feels is wrong. "It's silly to feel that way."
2. Don't look at the person who is speaking to you.
3. Sit slouched over, look distracted, drum your fingers on the table, or use some other body language to signal to the speaker that you're not really interested.
4. While the person is speaking, think about what you're going to say in reply. It's not possible to be forming your own words and concentrating on the speaker's at the same time—so the response you're planning is unlikely to be very useful.
5. Be judgmental and challenging. Ask questions that put your mentee on the spot: "Why didn't

you do better on the test?" "Why did you say that to her?" "How could you possibly think that?"

6. Interrupt the person who is talking. Finish his or her sentences.

Some additional ideas for killing a conversation on the telephone:

1. Be totally silent for minutes at a time while your mentee is talking. Don't say, "I see," or "OK," or ask any questions. That way, your mentee will wonder if you're even there.

2. Do something else while the conversation is taking place: work at your computer, read your e-mail, do dishes, fold laundry, pay bills.

ACTIVITY III.
COMMUNICATION ROLE-PLAYS

OBJECTIVE:

- To practice applying "active listening" skills by participating in role-plays

LENGTH: About 45 minutes

MATERIALS INCLUDED:

- Trainer Resource: "Sample Role Plays"

STEPS:

1. Tell participants that now you want them to apply some of the ideas they have been talking about during this session by role-playing conversations with their mentees.

   Organize participants into pairs. Give each pair one of the scenarios from the trainer resource "Sample Role Plays," or one of the scenarios you have created.

   Tell the pairs you want them to use their scenario as the basis for *two* role-plays of a conversation between the mentor and mentee. The same person should play the "mentor" and the same person the "mentee" for both role-plays.

   - In the first role-play, the "mentor" should display poor listening and other communication skills
   - In the second role-play, the "mentor" should display effective listening and other communication skills
   - As time allows, they should then switch roles and do the role-plays again

   Remind participants that there are many positive (as well as many negative) ways to respond to a situation. Good communication skills should be incorporated into a person's own style, not be forced.

   As the pairs are doing their role-plays, you and your cofacilitator should listen in on as many as possible. Each time after you listen to a role-play, you can ask the pair a few questions to help them reflect on the experience. For the "bad" role-play, for example, you can ask the "mentee" how the "mentor's" words or actions made him or her feel. For the "good" role-play, you can ask the "mentee" what the "mentor" said or did that made him or her feel the mentor could be trusted.

   Allow about 20 minutes for the pairs to complete their role-plays.

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2. Bring the whole group back together. Ask for a pair to volunteer to give their two role-plays. After each of the role-plays, have other participants give feedback on what the mentor said and did to block or to foster a conversation that would build trust and help the mentee feel comfortable about talking openly. Also encourage the pair to talk about how the experience felt to them and what they might be more aware of now that they have done the role-plays.

   As time allows, have other pairs present their role-plays and receive feedback.

[Adapted from Big Brothers Big Sisters of America. (1991). Volunteer Development Seminar, "Communication Skills," pp. 17-18. Volunteer Education and Development Manual.*]*

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TRAINER RESOURCE

Activity III: Communication Role-Plays

(2 pages)

SAMPLE ROLE-PLAYS

These scenarios are intended to give participants an opportunity to explore various ways of responding to their mentees, incorporating the communication skills they have been exploring during this training workshop. You can cut these along the dotted lines and give one scenario to each pair during Activity III, Communication Role Plays. Or you might want to create new scenarios that describe situations which more closely represent your particular program.

1. Your mentee is 11 years old. You have been meeting for more than two months, and she has never expressed an opinion about how you and she should spend your time together. You always suggest the activities. When you suggest one, she always says, "That'll be OK." When you suggest more than one and ask her to choose, she says, "It doesn't matter which one." When you ask her to suggest what she'd like to do, she says, "Anything will be nice." You know it's important for her to share in the decisionmaking; and in your meeting today, you've decided to try to deal with this situation.

2. Your mentee is 13 years old. This is only your third meeting with him. His family recently moved and, as a result, he started going to this school just last month, after the school year had already started. He hadn't said much about school during your first two meetings. In fact, he hadn't said much about anything. But today when you meet, you immediately see that he has a black eye. You ask him what happened. "Nothing," he says. "I just got into a fight in the cafeteria."

3. Your mentee is seven years old. You have been meeting with him for six weeks, and he has always seemed to enjoy your time together. But when you meet with him today, it seems like nothing can make him happy. He doesn't want to play computer games or read a story together or play catch, all things he usually enjoys. He finally agrees to work on putting together a Super Monsters puzzle with you, but when the puzzle is halfway complete, he knocks all the pieces onto the floor and starts kicking them across the room.

4. Your mentee is 12 years old. During the first two months of your relationship, things seemed to be going well between you. But then she didn't show up for your last two meetings. You phoned again and set up another meeting, this time arranging to pick her up in your car. She is home when you arrive there, and she gives you a big smile when she sees you. But you're upset about the missed meetings and feel you have to talk about it.

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5. Your mentee is 14 years old, and you have been meeting with her for three months. At your meeting today, she proudly shows you the report card she has just received. "I didn't fail anything," she says. You look at the report card: She has just barely passed all of her classes. You know she's smart and should be doing much better in school.

6. Your mentee is 14 years old, and you have been meeting with him for a month. On a Monday afternoon, you meet him at school, and the two of you are having a great time shooting hoops and talking about what else each of you likes to do to have fun. "I had a great time this weekend," he says. "I went to a party where this guy brought all this beer."

7. Your mentee is 15 years old, and you have been meeting with him for three months. When you see him today, he has just gotten his report card, and he is failing two subjects. "I can't wait until I'm 16," he says. "The first thing I'm going to do is drop out of school."

8. Your mentee is eight years old, and you have been meeting for two months. During the first half-hour of your meeting today, you and she play hopscotch outside in the schoolyard. She seems a bit quieter than usual, but you don't think much about it because she is very shy and usually doesn't talk much when you are together. It's cold out, and after a while the two of you decide to go inside to the school library to read a book. When you sit down together at the table to read and she takes her coat off, you see that she has fresh, large bruises on both of her arms.

9. Your mentee is 14 years old, and you have been meeting for two months. The two of you have just gone to a movie together, and you want to go with her to get something to eat and talk about the movie. "What time is it?" she asks. When you tell her, she says she has to go home to babysit for her sister and make dinner. "I'm already late," she says. "My mother's going to scream at me. It's not fair. She's never home. She makes me do everything."

10. Your mentee is 14 years old. You've been meeting for three months, and you know he has a huge crush on a girl in his class. He talks about her a lot and considers her his girlfriend. Your mentee is small and shy, and you're pretty sure this is the first girlfriend he's had. When you meet today, he's obviously downcast. "What's the matter?" you ask. He tells you his girlfriend has started seeing a guy who's 17, and she told your mentee, "Why would I want to go out with a runt like you?"

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Activity IV.
TRUST COMES FIRST

OBJECTIVE:

- To appreciate the importance of taking the time to first build trust with their mentee
- To understand what does and does not contribute to building trust

LENGTH: About 20 minutes

MATERIALS INCLUDED:

- Handout: "Building Relationships"

STEPS:

1. Emphasize that being an active listener is an essential quality for building a successful mentoring relationship. However, it is not the only one.

   Ask participants to think about their own experiences in relationships they had with adults (other than their parents) when they were children or youth.

   How long did it take for those relationships to form? How long, as a child, did it take them to trust and feel attached to the adult? How long, as a youth, did it take? Why did they begin to trust that adult? Did the trust remain? Did they ever begin to question it? If so, why?

2. Distribute the handout "Building Relationships," which draws together much of what participants have been exploring during these training sessions. Note that the information on the handout is based on research conducted about mentoring relationships in Big Brothers Big Sisters agencies from around the country. Allow participants a few minutes to read the handout.

   Then lead a discussion about information on the handout. (Before the session, you could write the handout's key points on the newsprint and display them during the discussion.) Be sure to relate the bulleted items to the underlying principle of establishing trust. Allow participants ample opportunity to ask questions and to discuss any confusion about, or possible disagreement with, information on the handout.

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HANDOUT

Activity IV: Trust Comes First

(3 pages)

BUILDING RELATIONSHIPS

What makes a mentoring relationship successful?

The key to creating effective mentoring relationships lies in the development of trust between two strangers of different ages. Volunteers come to mentoring programs because they want to help youth. Without establishing trust, however, mentors can never truly support the youth with whom they interact.

Establishing communication and developing a relationship can often be difficult processes. Learning to trust, especially for youth who have been let down before, requires time—youth cannot be expected to trust their mentor simply because program staff have put the two of them together.

The most critical factor in determining whether matches develop into satisfying and effective relationships characterized by high levels of trust is the approach of the mentor. Mentors who follow a gradual path in trust-building find that the types of support they can offer, and are accepted, broaden considerably once trust has been established.

Effective mentors are more likely to engage in the following practices:

- ▷ They see themselves as "friends" rather than teachers or parents, and define their role as supporting the youth in a variety of ways.
- ▷ They are "active listeners."
- ▷ They make a commitment to being consistent and dependable, to maintaining a steady presence in the youth's life.
- ▷ They understand that the relationship may seem fairly one-sided—they may feel like they are doing all the work—and they take responsibility for keeping the relationship alive. For example, early in the relationship, youth often test adults to determine whether they will actually stick around. Successful mentors regularly initiate contact and ensure that meetings are scheduled, rather than waiting to hear from youth.
- ▷ They involve the youth in deciding how the pair will spend their time together. While youth are often reticent about expressing what they want to do, successful

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mentors take the time to learn about the youth's interests and provide them with options for how to spend their time, rather than planning everything without input from the youth.

- ▷ They pay attention to kids' need for "fun." Having fun together is a key part of building relationships, and it also provides youth with valuable opportunities that are otherwise often unavailable to them.

- ▷ They seek and utilize the help and advice of program staff. Successful mentors recognize that they don't have all the answers, and they value the support and guidance that program staff can provide.

What stands in the way of a successful relationship?

Mentors who focus first on building trust and becoming a friend to their youth tend to be more effective than mentors who immediately try to change or reform the youth. Adults whose attention is concentrated on reforming youth often are frustrated by the youth's lack of receptivity. These mentors make the mistake of pushing too hard and too quickly on the mentee's problems: pressing them to talk about sensitive issues before they are ready, and ignoring the youth's desire to help set the agenda for the pair's activities. These mentors fail precisely because they are too focused on their own agenda.

Less successful mentors tend to do the following.

- ✘ They approach the relationship with narrow, specific goals aimed at changing the youth's behavior.

- ✘ They have difficulty meeting with youth on a regular and consistent basis, often demanding that youth play an equal role in initiating contact. Unsuccessful mentors often complain that their mentees do not call them to schedule meetings, or that youth fail to show up for meetings when they say they will.

- ✘ They attempt to instill a set of values that may be different from or inconsistent with those the youth is exposed to at home.

- ✘ They attempt to transform or reform the youth by setting tasks (for example, focusing on doing schoolwork during their meetings) and adopting a parental or authoritative role in their interactions with youth. For youth, the value of a mentor is often in having a supportive adult who is not a parent or teacher—adopting the posture of these authority figures undermines the development of trust between a mentor and youth.

- They emphasize behavior changes over developing mutual trust and respect in the relationship. Mentors cannot force youth to change; too much focus on what is wrong with a youth is more likely to turn him or her away from the mentor.

Adopting these ineffective strategies most often leads to dissatisfaction with the match and premature termination. In a study of Big Brothers Big Sisters of America, researchers found that more than 70 percent of the matches that included mentors who took this "reform the youth" approach met only sporadically, and the majority of those matches ended relatively quickly. In contrast, in matches where mentors adopted the gradual trust-building approach, more than 90 percent met on a regular and consistent basis for an extended period of time.

[Information from Morrow, K.V., & Styles, M.B. (1995). Building Relationships with Youth in Program Settings: A Study of Big Brothers/Big Sisters. *Philadelphia: Public/Private Ventures.]*

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ACTIVITY V.
PUSHING THE ENVELOPE

OBJECTIVE:

- To have a firsthand experience with a question of trust

LENGTH: About 10 minutes

YOU WILL NEED TO SUPPLY:

- Envelopes and paper that, when folded, fits inside the envelopes

STEPS:

1. Thank participants for their contributions to this workshop and say that there are just one or two more things you want to do during this session.

   Give each person a piece of paper and an envelope. Say that you want each of them to write down on the piece of paper one thing about themselves that they have never told anyone. Then they should fold the paper, put it inside the envelope, seal the envelope, and write their name on the outside.

   Allow a few minutes for them to complete this task. Then ask them to pass the envelopes to you.

2. When you have the envelopes, act as though you are considering opening them—for example, you might look quite interested in them, start to open one, and then stop. (Don't actually open any of the envelopes.) Your goal is to make the participants feel slightly distrustful and uneasy, or at least to make them wonder what's going on. While you are doing this, keep talking casually about mentoring, today's training session, or a similar topic.

   After you have created a little tension and uncertainty, smile and return each of the envelopes to its owner.

3. Ask the group how they felt during this exercise. While they will probably talk freely about it—and about issues of trust—be sure the discussion addresses at least these points:

   There are actually several aspects of trust involved in this exercise. First, participants have to trust you enough that they are willing to write down something about themselves they have never told anyone. (At least some people are likely to have written something other than a profound personal secret.) Then they have to trust you enough to put their names on the envelopes and pass the envelopes to you.

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Participants should also talk about how they felt when you seemed like you were going to open some of the envelopes. (Even if they wrote something other than a personal secret, your opening the envelope would be a violation of confidentiality and trust.)

Relate the experience participants have just had during this activity to the process of building trust with their mentee.

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ACTIVITY VI.
WRAP-UP

OBJECTIVE:

- To help participants think about how to apply their learning from the session

LENGTH: About 10 minutes

MATERIALS INCLUDED:

- Handout: "During This Session"
- Evaluation Form

STEPS:

1. Write this (or another quotation) on the newsprint, as a backdrop for the session's wrap-up:

   "No one ever listened himself out of a job."
   —Calvin Coolidge

2. Distribute the handout "During This Session," and ask participants to write down two or three things they learned during the session that they will be able to put to use as they begin their mentoring relationship. (These could be skills, attitudes, or anything else.) Then ask for a few volunteers to share one of their items.

3. Distribute the evaluation forms, and ask everyone to complete one and return it to you before leaving.

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HANDOUT

Activity VI: Wrap-Up

DURING THIS SESSION

List three things you learned during this session that will help you when you begin your new role as a mentor. They can be skills, attitudes, or anything else. Then explain *how* each will help.

1.

2.

3.

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EVALUATION OF TRAINING SESSION

Date:

1. What did you find to be *most* useful in this workshop?

2. What did you find to be *least* useful?

3. Was there anything you felt was missing from this session—anything you would have liked to know more about?

4. In what other ways could we improve this session?

5. Please rate the following:

	Poor		Average		Excellent
Effectiveness of trainer	1	2	3	4	5
Training room	1	2	3	4	5
Training content	1	2	3	4	5
Training activities	1	2	3	4	5
Training materials	1	2	3	4	5
Overall rating	1	2	3	4	5

6. List other topics or concerns you would like to have addressed in upcoming training sessions.

7. Please use the back of this form for any additional comments.

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TRAINER NOTES:

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TRAINER NOTES:

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TRAINER NOTES:

National Mentoring Center
@
Northwest Regional Educational Laboratory
101 S.W. Main Street, suite 500
Portland, OR 97204

mentorcenter@nwrel.org
www.nwrel.org/mentoring